VERMONT NEW STANDARDS RUBRIC FOR WRITING CONVENTIONS for 4th and 5th Grades

Standard 1.6—Students' independent writing demonstrates command of appropriate English conventions, including grammar, usage, and mechanics.

Criteria	Score Point 3 Accomplished Use of Conventions *4th Grade* ↓	Score Point 3 Accomplished Use of Conventions *5th Grade* ↓		Score Point 2 **Basic Use of Conventions**	Score Point 1 **Limited Use of Conventions**
	Based on writing present in the piece, **control** of conventions is evident.	Based on writing present in the piece, **control** of conventions is evident.		Control of Conventions is **inconsistent.**	Control of Conventions is **minimal.**
Sentence Structure	Control of **sentence structure** is evident when the writer-- • avoids run-on sentences. • avoids fragments.	Control of **sentence structure** is evident when the writer-- • avoids run-on sentences. • avoids fragments.		Control of **sentence structure** is inconsistent.	Control of **sentence structure** is minimal.
Formatting	Control of **formatting** is evident when the writer— • indents or blocks paragraphs. • underlines or italicizes titles of books and movies.	Control of **formatting** is evident when the writer— • indents or blocks paragraphs. • uses hyphens to divide words correctly at the end of a line. • uses hyphens in numbers from twenty-one to ninety-nine. • underlines or italicizes titles of books and movies.		Control of **formatting** is inconsistent.	Control of **formatting** is minimal.
Capitali-zation	Control of **capitalization** is evident when the writer— • capitalizes beginning of sentences. • capitalizes titles and proper nouns.	Control of **capitalization** is evident when the writer— • capitalizes beginning of sentences and quotations. • capitalizes titles and proper nouns.		Control of **capitalization** is inconsistent.	Control of **capitalization** is minimal.
Punctuation	Control of **punctuation** is evident when the writer— • uses apostrophes for contractions and singular possessives. • uses quotation marks around direct quotations. • uses commas consistently in a date, between city and state, in a series, and after the salutation and closing in a letter. • uses correct end punctuation.	Control of **punctuation** is evident when the writer— • uses apostrophes for contractions and singular possessives. • uses quotation marks around direct quotations. • uses commas consistently in a date, between city and state, in a series, and after the salutation and closing in a letter. • uses correct end punctuation.		Control of **punctuation** is inconsistent.	Control of **punctuation** is minimal.
Spelling	Control of **spelling** is evident when the writer— • spells grade-level and compound words. • spells vocabulary specific to content. • spells standard and non-standard plurals.	Control of **spelling** is evident when the writer— • spells grade-level and compound words. • spells vocabulary specific to content. • spells standard and non-standard plurals.		Control of **spelling** is inconsistent.	Control of **spelling** is minimal.
Grammar & usage	Control of **grammar/usage** is evident when the writer— • uses the correct case of pronouns. • has verb tense consistency. • uses common, irregular verb forms. • uses homonyms correctly. • has simple subject-verb agreement.	Control of **grammar/usage** is evident when the writer— • uses the correct case of pronouns. • has verb tense consistency. • uses common, irregular verb forms. • uses homonyms correctly. • has simple subject-verb agreement.		Control of **grammar/usage** is inconsistent.	Control of **grammar/usage** is minimal.

This rubric is adapted from the New Standards Project(July 2005)

Holistic Scoring of Conventions

Score Point 3 (shows evidence of *meeting the standard*):
Writing demonstrates <u>consistent control</u> of the grade-level rules; has a few, scattered errors -- does not have to be perfect!

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Score Point 2 (shows evidence of being *below the standard*):
Writing shows <u>inconsistent control</u> of the grade-level rules; has a number of errors of different types or a pervasive error that interferes with meaning – many lines have errors.

Score Point 1 (shows evidence of being *well below standard):*
Writing shows <u>minimal control</u> of the grade-level rules; many lines have multiple errors – errors interfere with reader's ability to understand.